Breakfast and Whole Grains

Begin with Breakfast

Special Needs Students – Any Grade

I. Nutrition Education Goal & Objective:
   Goal 1: Students will comprehend concepts consistent with USDA guidance related to eating and physical activity for good health.
   Objective: As a result of Pennsylvania’s SNAP-Ed plan, student will know, understand, analyze and apply concepts, as developmentally appropriate, that are consistent with USDA guidance about the benefits of:
   1. Eating breakfast every day.
   2. Eating a variety of whole grain products, fruits and vegetables, low fat milk, and calcium-rich foods for meals and/or snacks.

II. Pennsylvania Educational Standards:
   A. 1.5 Speaking and listening
   B. 10.2 Healthful living
   C. 11.3 Food Science and Nutrition

III. Outcomes:
   A. Students will discuss the importance of eating a healthy breakfast
   B. Students will identify heath benefits of eating a well-balanced breakfast
   C. Students will demonstrate how to choose breakfast foods using MyPlate as a guide

IV. Materials:
   A. Visuals: Breakfast posters or Whole Grain Poster, wind-up toy
   B. Activities: Listed in Developmental Section under Procedure
   C. Food Tasting
   D. Supplies: as needed to prepare and serve food tasting
   E. Gloves, hand wipes/gel
   F. Reinforcement that conveys the appropriate nutrition message
   G. Caregiver Newsletter: Importance of Breakfast
   H. Extension lessons (noted at end of this lesson)

V. Procedure:
   A. Introductory
      1. Welcome
         a. Welcome students to this nutrition lesson, review last lesson, if applicable
         b. Introduce yourself and the topic of the day – eating a healthy breakfast
      2. Icebreaker - Go around the room and have each student say a healthy breakfast food or drink. For an added challenge, try to name as many as possible without repeating.
      3. Importance of Breakfast as Fuel
a. Using a wind-up toy, demonstrate that it can only go so long before it runs out of “fuel.” Compare this to the human body, as we are the same way. We must have fuel in the form of foods and drinks to keep us going throughout the day.
b. Eating breakfast helps us “re-charge” or “re-fuel” for each new day. Before breakfast, the last time we have eaten was probably dinner, many hours before.
c. Students who eat breakfast do better in school and have more energy, making them feel great.

4. Breakfast Foods
   a. Brainstorm a list of breakfast foods the students commonly eat. Keep a list where the group can see them.
   b. Discuss the results.
      i. Which are listed most often?
      ii. Which MyPlate group did the foods fit into?
      iii. Which ones are the healthiest choices?
   c. Discuss healthy breakfast options. Think of items that are low in fat and sugar, and high in important nutrients like calcium, protein, and whole grains.
      i. Use MyPlate poster as a guide.
      ii. Examples: frozen waffle with fruit, peanut butter and whole wheat toast, cereal and low fat milk, oatmeal, 100% juices, slice of cheese on a mini bagel, low fat yogurt, piece of fruit and others.
      iii. Don’t forget foods that may not be typical for breakfast, such as leftovers or sandwiches. These items can be great morning fuel also.

5. Important Breakfast Nutrients
   a. Calcium – makes bones and teeth strong. Found in dairy products like milk, cheese, and yogurt. Can also be found in fortified juices and soy milk.
   b. Protein – makes muscles strong and helps us grow. Will make us feel full longer too. Found in the Protein Foods Group, dairy products and a little bit in cereals and grains.
   c. Fiber – healthy for the heart and keeps our digestion moving properly. Also fills the stomach so we feel full longer. Found in whole grains (oatmeal, whole wheat toast) and fruits and vegetables. A whole grain means the entire seed from the plant is used when processed. Refined, usually white, grains do not use the whole seed and lose important vitamins, minerals, and fiber. Discuss why whole grain foods are healthier (fiber, vitamins, minerals). Use a whole grain poster as a guide. Discuss the role of fiber in the digestive system and in being healthy.
   d. Vitamins and Minerals – important for lots of reasons. For example, makes eyes healthy, boosts immune system, helps body function properly. Found in fruits, vegetables, 100% juices, milk and many fortified cereals.

6. Making Time for Breakfast
   a. Many students skip breakfast because they feel they do not have enough time in the morning.
   b. Discuss ways students can make time for breakfast. Some suggestions include: get up earlier, move faster when getting ready, gather books and homework the night before, make a decision about what to wear and eat for breakfast the night before, make a morning schedule, eat breakfast at school, grab something quick from home to eat on the way to school.
B. Developmental
Activities are marked high functional (HF), low functional (LF), or both (B) for a quick guide; however, it may vary depending on class. At least one of the following activities should be completed during the lesson. More than one is appropriate if time allows. Refer to the explanations of each activity at the end of the lesson plan.

Activity 1 (B): Rate Your Cereal
Activity 2 (LF): Draw Your Favorite Breakfast Plate
Activity 3 (B): Whole Grains or Calcium Bingo

C. Concluding
1. Review concepts from the lesson and activities
2. Encourage students to remember all the things they have learned today. Try to eat a healthy breakfast to give you the energy you need to get through the day.

D. Taste Testing
1. Students should wash hands or use antibacterial wipes/gel if no sink is available.
2. If students are helping prepare the snack, distribute gloves.
3. Prepare and distribute food tasting.
4. Clean up area properly.

VI. Conclusion:
A. Thank the participants for their time and answer any questions they may have.
B. Distribute caregiver newsletter
C. Distribute reinforcements and explain the reasoning for the reinforcement.
D. Remind teacher of extension lessons that correspond with this lesson in their binder.

VII. Extension Lessons: (Located in Special Needs Binder)
Extension lessons are marked high functional (HF), low functional (LF), or both (B) for a quick guide; however, appropriateness may vary depending on class. These activities should be given to the classroom teacher for use after the lesson. They will reinforce the concepts learned during this Breakfast lesson. They can also be used during the lesson if desired.
Activity 1 Lesson Plan
Rate Your Cereal

Materials Needed:

- Empty cereal box labels
  - Can be found online at cereal company websites
  - Can ask students to bring them in from home
  - Take a collection from teachers and staff
- Cereal labels from power point (included in lesson)

Procedure:

1. Brainstorm ideas of what students look for when they select a cereal to buy or eat
   - Pictures on the front?
   - Name of the cereal?
   - Prize included?
   - Nutrition information on the label?

2. Distribute one label to each student or have a few available for all students to look at.

3. Have the students work together to rate the cereals by putting the labels in order. Put the healthiest cereal at one end and the unhealthiest at the other end. Use a table, wall, blackboard, or other flat surface.

4. Gather back into a group to discuss the results.
   - Use the label as the guide, not necessarily the front of the box
   - Remind students that the numbers on the label are for one serving, which is listed at the top of nutrition facts panel.
   - Look for cereals with only a little bit of sugar (less than 6g per serving). You can also look for sugar names in the ingredient list (dextrose, high fructose corn syrup, or other sugars).
   - Look for cereals with low fat (less than 7g per serving). If the cereal contains nuts, this number may be a bit high. The nuts are very healthy in small quantities.
   - Look for cereals with fiber and/or those containing whole grains. Sometimes the front of the box will say “made with whole grains.” Students can also look in the ingredient list for whole grains.
   - Cereals that don’t meet these criteria should be used as a treat and eaten once in awhile rather than every morning.

5. Discuss ways the cereals misled the students into thinking they were the best choices.

6. Results can be graphed in terms of amount of certain nutrients in each cereal. This will provide an illustration to allow students to make better, healthier choices.
Activity 2
Draw your favorite breakfast on the plate below: